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ABSTRACT

This training manual presents an outline of a time management program for college students, to be led by a counselor or faculty member. The manual provides leader instructions and program goals for a group of 5 to 25 students and intended for a 1 1/2- to 2-hour session. Instructions for the program are given in seven steps which cover: (1) an overview of the problem; (2) administration of a self-appraisal checklist; (3) a time bar exercise; (4) a case study; (5) a priorities exercise; (6) a discussion of the benefits of time management and helpful hints; and (7) time scheduling exercises. Discussion suggestions, take-home exercises, and forms for the self-analysis checklist, the time bar exercise, the student time waster checklist, and the priorities exercise are provided. A time schedule sheet and a diagram of time management benefits are also included. (JAC)

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TIME MANAGEMENT

A Training Manual for College Teachers and Counselors

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LEADER INSTRUCTIONS

TIME MANAGEMENT

GOALS:

1. TO ENHANCE STUDENT AWARENESS OF THE IMPORTANCE OF EFFICIENT TIME MANAGEMENT.

2. TO ENCOURAGE STUDENTS TO SHARE CONCERNS AND PROBLEMS IN THIS AREA.

3. TO MOTIVATE STUDENTS TO DEVELOP TIME MANAGEMENT SKILLS AND TO ASSIST THEM IN DEVELOPING AN ACTION PLAN.

SUGGESTED GROUP SIZE: 5 - 25

SUGGESTED LENGTH: 90' - 120'

MATERIALS:

STEP I INTRODUCTION

STEP II SELF-ANALYSIS CHECKLIST

STEP III TIME BAR EXERCISE

STEP IV STUDENT CASE STUDY - "BILL"
STUDENT TIME WASTER CHECKLIST

STEP V PRIORITIES EXERCISE

STEP VI TIME MANAGEMENT - HELPFUL HINTS

STEP VII TIME SCHEDULE EXERCISE - TAKE HOME

PROCEDURE:

****

STEP I

A. PROBLEM OVERVIEW. BRIEFLY DISCUSS WITH TOTAL GROUP THE VALUE/IMPORTANCE OF EFFECTIVE TIME MANAGEMENT.

B. INDICATE THAT AN ESSENTIAL FACTOR IN SUCCEEDING IN COLLEGE IS BEING ABLE TO EFFECTIVELY UTILIZE TIME. STATE THAT WHILE MOST OF US HAVE LITTLE TROUBLE FINDING ENOUGH TIME FOR WHAT WE "SHOULD DO" FINDING ENOUGH TIME FOR WHAT WE "WANT TO DO" IS NEARLY IMPOSSIBLE.

C. SAY SOMETHING LIKE (USE YOUR OWN WORDS IF YOU WISH): "THIS CONSTANT STRUGGLE BETWEEN WHAT WE WOULD LIKE TO DO AND WHAT NEEDS TO BE DONE CAN ONLY BE ELIMINATED BY CAREFUL PLANNING. THIS INVOLVES A DETERMINATION OF:

- HOW YOU PRESENTLY USE YOUR TIME.
- WHETHER YOU ARE SATISFIED WITH THE WAY YOU DISTRIBUTE YOUR TIME.
- YOUR BIGGEST TIME WASTERS.
- THE BEST WAY TO USE YOUR TIME - WHAT THINGS YOU COULD SPEND LESS TIME ON AND STILL GET ACCEPTABLE RESULTS.

****

STEP II

A. DISTRIBUTE "SELF-APPRAISAL CHECKLIST" AND ASK ALL STUDENTS TO COMPLETE THEM HONESTLY AND QUICKLY.

B. AFTER STUDENTS HAVE COMPLETED THE CHECKLIST, POLL THE GROUP FOR THEIR SCORES.

****

STEP III

A. INTRODUCE THE "TIME BAR EXERCISE" BY EXPLAINING THAT ITS PURPOSE IS TO MAKE THE STUDENTS MORE AWARE OF THE WAY IN WHICH THEY DISTRIBUTE THEIR TIME. (THERE ARE MANY VARIATIONS TO THIS EXERCISE BUT IN ITS SIMPLEST FORM IT ASKS THE STUDENTS TO MAKE A FACTUAL INVENTORY OF THEIR ACTIVITIES).

(1) DRAW A TIME BAR ON THE BOARD

(2) POLL THE CLASS TO OBTAIN ESTIMATES OF AVERAGE TIME SPENT (i.e. HOURS)

(3) RECORD AVERAGE TIME SPENT IN CLASS..... (15)

(4) RECORD AVERAGE TIME SPENT WORKING,..... (20)

(5) RECORD AVERAGE TIME SPENT FOR MEALS..... (?0)

(6) RECORD AVERAGE TRAVEL TIME PER WEEK..... (10)

(7) WRITE TOTAL FIXED HOURLY COMMITMENTS..... (55)

(8) NOTE THAT 55 COMMITTED HOURS ARE SPREAD OVER 7 FULL DAYS OR 112 HOURS EXCLUDING SLEEP.

(9) INDICATE THAT 57 HOURS ARE LEFT FOR STUDY TIME, ASSIGNMENTS, REVIEW AND PREPARATION; FAMILY, RECREATION, ETC.

(10) STATE THAT THE AVERAGE STUDENT NEEDS TO SPEND 2 HOURS ON OUTSIDE STUDY FOR EVERY HOUR SPENT IN CLASS. ADD AN ADDITIONAL 30 HOURS TO THE FOREGOING TIME COMMITMENTS. NOTE THAT 27 HOURS REMAIN FOR OTHER ACTIVITIES.

(11) NOW FILL IN THE BAR GRAPH WITH THE ABOVE INFORMATION.

(12) DISTRIBUTE TIME BAR: HAVE STUDENTS COMPLETE THEIR OWN TIME BAR IN SAME MANNER AS ILLUSTRATED ON BOARD. (THEY SHOULD ESTIMATE HOW MANY HOURS THEY SPEND EACH WEEK ATTENDING CLASS, STUDYING, AT WORK, WITH FRIENDS, WATCHING T.V., WITH FAMILY, ON CHORES AROUND THE HOUSE AND OTHER MISCELLANEOUS ACTIVITIES).

B. AFTER THE STUDENTS HAVE COMPLETED THE EXERCISE, HAVE THE GROUP SHARE THEIR SELF-EVALUATIONS. COMPARE AND ISCUSS THE DIFFERENCES AND SIMILARITIES IN THEIR DISTRIBUTION OF TIME.

STEP IV

A. PRESENT AND DISCUSS "STUDENT CASE STUDY - BILL."

B. HOLD DISCUSSION.

C. HANDOUT STUDENT TIME WASTER CHECKLIST SHEETS AND BRIEFLY DISCUSS THEM.

****

STEP V

A. DISTRIBUTE "PRIORITIES EXERCISE"

B. EXPLAIN THAT ONCE THE STUDENTS DETERMINE HOW THEY SPEND THEIR TIME AND HOW MUCH TIME IS AVAILABLE, THEY MUST THEN DECIDE HOW TO USE IT. THIS INVOLVES EVALUATING THE IMPORTANCE OF EACH ACTIVITY TO BE PERFORMED AND SETTING PRIORITIES.

C. EMPHASIZE THAT A FAILURE TO SET PRIORITIES CAN BE A MAJOR OBSTACLE IN EFFECTIVE TIME USAGE.

D. ASK THEM TO COMPLETE THE RATING SHEET.

E. POLL CLASS FOR VIEWS ON RANKING ACTIVITIES ON "PRIORITIES EXERCISE." LIST IN TERMS OF "MUST DO," "SHOULD DO" AND "NICE TO DO" CATEGORIES.

F. DISCUSS BEST ANSWERS VIS-A-VIS PROPER TIME MANAGEMENT.

****

STEP VI

A. DISCUSS TIME MANAGEMENT TIPS AND STRATEGIES. DISTRIBUTE BENEFITS SHEET.

B. DISTRIBUTE HELPFUL HINTS SHEETS. KEY HELPFUL HINTS DISCUSSION TO SELF-ANALYSIS CHECKLIST CONCERNS.

****

STEP VII

A. DISTRIBUTE "TIME SCHEDULING EXERCISE" AND ASK THEM TO COMPLETE THE EXERCISE AT HOME TO REVIEW THEIR OWN TIME DEMANDS.

B. DISTRIBUTE TIME MANAGEMENT SHEETS AND BLANK "TO DO" LISTS.

****

DISCUSSION GUIDES:

1. WHAT IS A WASTE OF TIME?
2. ARE YOU SATISIFED WITH THE WAY YOU DISTRIBUTE YOUR TIME?
3. WHAT ARE YOUR THREE BIGGEST TIME WASTERS? WHAT COULD YOU DO TO SOLVE THESE TIME WASTERS?
4. WHAT THINGS COULD YOU SPEND LESS TIME ON AND STILL GET ACCEPTABLE RESULTS? BEGINNING TOMORROW WHAT COULD YOU DO TO MAKE BETTER USE OF YOUR TIME?
5. IDEALLY, HOW WOULD YOU WANT TO DISTRIBUTE YOUR TIME?
6. HOW ARE HIGH SCHOOL AND COLLEGE STUDENT TIME DEMANDS DIFFERENT IN TERMS OF:

   - AMOUNT OF OUTSIDE STUDY REQUIRED
   - CUMULATIVE EFFECT OF ASSIGNMENTS
   - ABSENCE OF PRODDING BY PARENTS AND TEACHERS

7. WHAT DOES ABILITY, MOTIVATION TO ACHIEVE AND COLLEGE MAJOR HAVE TO DO WITH HOW YOU MANAGE YOUR TIME?

DISCUSSION STARTERS: (TO BE PLACED ON NEWSPRINT OR ON BLACKBOARD FOR ALL TO SEE)

1. "YOU ARE CONTINUALLY SURROUNDED BY TEMPTATIONS TO MISUSE AND SQUANDER YOUR TIME."
2. "MUCH OF YOUR STUDY TIME IS ACTUALLY WASTED IN AIMLESS AND UNPRODUCTIVE ACTIVITY."
3. "YOU WILL HAVE AMPLE TIME TO MEET YOUR COMMITMENTS IF YOU LEARN TO MANAGE YOUR TIME WISELY."

VARIATION:

THE FOLLOWING PROCEDURE IS RECOMMENDED FOR FRESHMAN ORIENTATION GROUPS BECAUSE OF THEIR SPECIAL NEEDS AND THE ONE-HOUR TIME LIMITATION.

STEP I INTRODUCTION

STEP II TIME BAR EXERCISE

STEP III STUDENT TIME WASTER CHECKLIST

STEP IV PRIORITIES EXERCISE

STEP V TIME MANAGEMENT - HELPFUL HINTS

STEP VI TAKE HOME TIME SCHEDULE EXERCISE AND HANDOUTS.

TIME MANAGEMENT

SELF ANALYSIS CHECKLIST

CHECK WHERE YOU ARE TODAY

Directions: Consider the 10 statements below. Please check the line that best describes your present situation.
If the answer is "not a problem" check Column A. If the answer is "sometimes a problem" check column B. If the answer is "often a problem" check column C. If the answer is "always a problem" check column D.
BE HONEST WITH YOURSELF. This quiz will show those areas where you are doing well. It will also help you identify areas that need improvement.

	A Not a Problem	B Sometimes a Problem	C Often a Problem	D Always a Problem	SCORE
1. When I have big assignments, I put them off because they seem overwhelming.	_____	_____	_____	_____	_____
2. I leave tasks unfinished- I jump from one subject to another before completing an assignment.	_____	_____	_____	_____	_____
3. I have trouble keeping up-to-date with my school work.	_____	_____	_____	_____	_____
4. I spend too much time on some assignments, too little time on others.	_____	_____	_____	_____	_____
5. I am in the habit of cramming for tests at the last minute.	_____	_____	_____	_____	_____
6. I have trouble turning in assignments on time.	_____	_____	_____	_____	_____
7. My school work seems to monopolize my time and energy even when I would like to get away from it.	_____	_____	_____	_____	_____
8. I often feel inadequately prepared for class.	_____	_____	_____	_____	_____
9. Everything I do takes longer than I think it should.	_____	_____	_____	_____	_____
10. I am distracted easily when I study.	_____	_____	_____	_____	_____
				TOTAL	_____

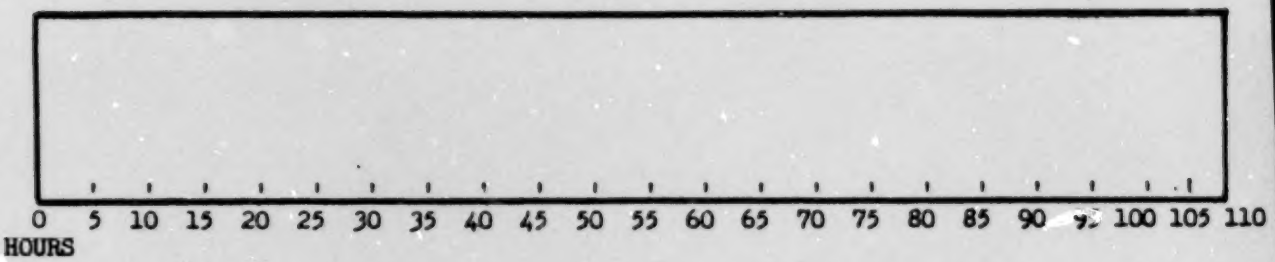
TO GET YOUR SCORE, GIVE YOURSELF:
"0" points for each "Not a Problem"
"1" point for each "Sometimes a Problem"
"2" points for each "Often a Problem"
"3" points for each "Always a Problem"
Add your points to get your total score. Mark your total on the bottom of the Score column.

IF YOU SCORED:
OVER 5: Give considerable thought to managing your time better.
1-5: You're doing O.K., but there is room for improvement.
0: You cheated!

TIME BAR EXERCISE

Directions: 1. Think of a typical or characteristic week. You might start by making a list of your activities and then going back and combining them into categories.

2. Now divide the bar in to separate segments indicating approximately how much time you are spending in various activities in a typical week. For example: socializing, paid employment, sports and exercise, school work, eating (do not include sleep). USE WHATEVER CATEGORIES ARE HELPFUL TO YOU. BEGIN WITH FIXED TIME COMMITMENTS.



TIME MANAGEMENT

Case Example

"Bill"

Below is a description of how "Bill" used 2 free hours between classes.

TIME	ACTIVITIES PERFORMED
10:30	Marketing class ends. Bill joins friend and goes to cafeteria for a late breakfast.
10:45	Bill leaves for study room. Passes student lounge and stops in to watch T. V. for a few minutes.
10:55	Starts again for study lounge.
11:00	Arrives. Begins working on statistics homework.
11:03	Notices friend at nearby table reading a copy of Playboy Magazine. Joins him.
11:07	Returns to statistics homework. Finds it boring. Decides to go to library to begin research for sociology paper.
11:15	Arrives at library. Notices book entitled How to improve your ski technique. Sits down to read it.
11:25	Begins researching topic for paper in Sociological Abstracts.
11:35	Unable to locate journals in library. Decides to begin writing computer program.
11:45	Sees a friend sitting nearby and goes over to chat for a few minutes.
11:50	Returns to seat. Starts writing computer program Realizes he left computer assignment sheet at home.
11:55	Returns to statistics homework.
12:15	Completes 3 problems. Checks his watch. Decides to get coffee before class since he doesn't have enough time to complete assignment.
12:20	Meets friend in cafeteria.
12:26	Leaves for 12:30 statistics class.
12:29	Arrives at class hoping the professor won't collect the assignement he never completed.

What Bill did with his two free hours is not unusual. It happens to many students who can't manage their time effectively.

Think about your own free time and how you use it?

TIME MANAGEMENT

STUDENT TIME WASTER CHECKLIST

DIRECTIONS: READ THE FOLLOWING LIST OF TIME WASTERS AND PLACE A CHECKMARK NEXT TO THOSE ITEMS THAT MOST CONCERN YOU AT THIS TIME. (If any of your own timewasters are missing, add them at the bottom of the list).

TIMEWASTER	
1. Procrastination/Indecision/Daydreaming	_____
2. Inability to Concentrate	_____
3. Leaving Tasks Unfinished - jumping from one activity to another	_____
4. Perfectionism	_____
5. Failure to set priorities/confused priorities	_____
6. Socializing/Idle conversation/Interruptions	_____
7. Attempting too much at once	_____
8. Lack of self-discipline	_____
9. Making unrealistic time estimates/Lack of planning	_____
10. Personal Disorganization	_____
11. _____	
12. _____	
13. _____	

TIME MANAGEMENT

"TO DO" LIST

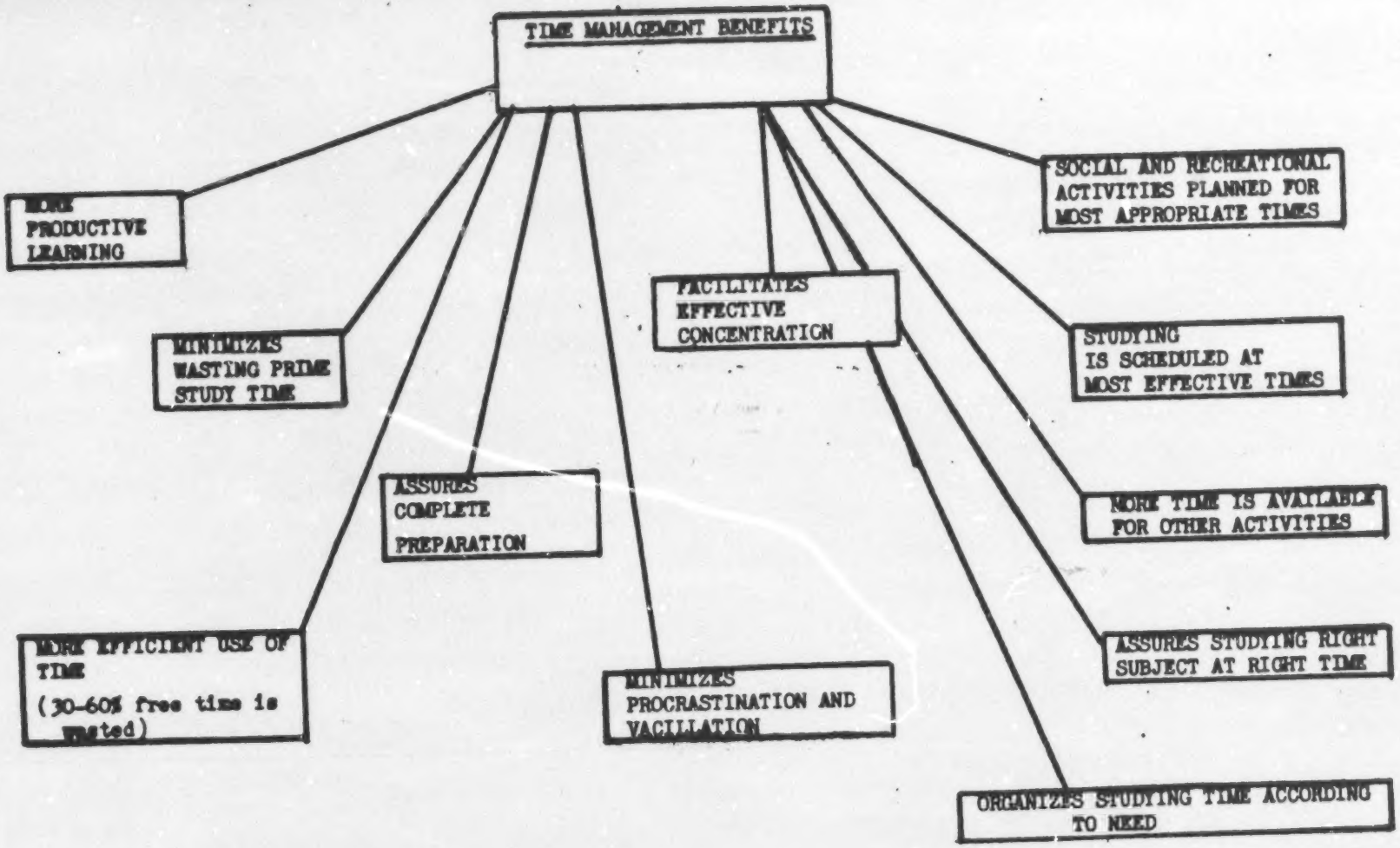
Priorities Exercise

One of the major reasons you may not use your time efficiently is that you do not set priorities for each task to be performed -- that is, decide what's really important, focus on those things and ignore the others.

The exercise below will give you some practice in setting priorities.

DIRECTIONS: This is your "To Do" list for today. You have a busy day and will not be able to accomplish everything on your list. Consider each activity carefully and indicate how you feel about their importance by evaluating them in terms of the categories "Must Do Today," "Should Do Today," and "Nice To Do Today." Place a checkmark in the appropriate column.

ACTIVITY	Must Do Today	Should Do Today	Nice To Do Today
1. Start research for psychology (due in 3 weeks)			
2. Study for marketing exam (in 4 days)			
3. Go to doctor at 4 p.m. for scheduled check-up			
4. See Professor Smith to discuss Mid-term grade			
5. Prepare and run program for computer class (due in 1 week)			
6. Write thank you note to Aunt for birthday gift			
7. Go to bank to deposit paycheck			
8. Organize desk			
9. Buy wedding gift for cousin			
10. Do math homework-due tomorrow			
11. Read case study assigned for discussion in class (tomorrow)			
12. Organize/review lecture notes from computer class			
13. Jog			


TIME MANAGEMENT BENEFITS
MORE PRODUCTIVE LEARNING
MINIMIZES WASTING PRIME STUDY TIME
ASSURES COMPLETE PREPARATION
MORE EFFICIENT USE OF TIME
(30-60% free time is wasted)
FACILITATES EFFECTIVE CONCENTRATION
MINIMIZES PROCRASTINATION AND VACILLATION
SOCIAL AND RECREATIONAL ACTIVITIES PLANNED FOR MOST APPROPRIATE TIMES
STUDYING IS SCHEDULED AT MOST EFFECTIVE TIMES
MORE TIME IS AVAILABLE FOR OTHER ACTIVITIES
ASSURES STUDYING RIGHT SUBJECT AT RIGHT TIME
ORGANIZES STUDYING TIME ACCORDING TO NEED

BEST COPY AVAILABLE

TIME MANAGEMENT

HELPFUL HINTS

EFFECTIVE TIME MANAGEMENT ISN'T DIFFICULT TO LEARN. IN FACT, IT'S DOWNRIGHT EASY. IT SIMPLY INVOLVES THE FOLLOWING:

1. DECIDING WHAT YOU WANT TO ACCOMPLISH

   Without well-defined objectives, time management has no meaning. First clarify your goals, then put them in writing.

2. FIND OUT HOW YOU USE YOUR TIME

   Keep a time inventory to see how you are actually using your time. Frequently comparing the schedule with the actual events will help you discover ways to become more realistic and effective in scheduling your time.

3. RECORD THE ACTIVITIES YOU MUST PERFORM TO ACCOMPLISH YOUR GOALS IN AN APPOINTMENT BOOK OR SCHEDULE BOOK.

   Record deadlines, upcoming exams, paper due dates, work and family commitments. Establish priorities. Keep this with you at all times.

4. TRY A WEEKLY TIME USE PLAN

   Once you have completed a time inventory, try a weekly plan. Spend about 15 minutes each week to develop a plan that indicates what you want to accomplish and when you plan to accomplish it.

5. TRANSLATE YOUR WEEKLY PLAN INTO A DAILY PLAN

   At the end of each day, review the day just completed. Set your priorities for tomorrow (refer to weekly plan). Write out your "Things To Do" list. Place an asterisk in front of those events that are high priority items.

6. BUILD FLEXIBILITY INTO YOUR SCHEDULE TO ALLOW FOR THE UNEXPECTED THINGS THAT HAPPEN EACH DAY.

7. TRY TO CONTROL SUCH TIME WASTERS AS PROCRASTINATION, INTERRUPTIONS AND WORK OVERLOAD BY:

   - Assigning priorities
   - Breaking big tasks into many small tasks
   - Making the most of prime time and schedule the most important things first
   - Using spare moments; consider how to make waiting and travel time more productive; carry note cards in your pocket; carry a textbook for quick review.

TAKE HOME EXERCISE*

TIME SCHEDULE

AN ESSENTIAL FACTOR IN SUCCEEDING IN COLLEGE IS BEING ABLE TO EFFECTIVELY USE YOUR TIME. WHILE MOST OF US HAVE LITTLE DIFFICULTY FINDING ENOUGH TIME TO DO EVERYTHING WE "SHOULD DO," FINDING ENOUGH TIME FOR WHAT WE "WANT TO" DO IS NEARLY IMPOSSIBLE.

THERE IS A WAY TO RESOLVE THIS PROBLEM. IT INVOLVES PLANNING YOUR TIME CAREFULLY IN ADVANCE AND FORMULATING A TIME USE PLAN THAT ALLOWS FOR ALL YOUR CLASS WORK AND RECREATIONAL ACTIVITIES.

THE STEPS OUTLINED BELOW TOGETHER WITH THE SAMPLE TIME SHEET ON THE NEXT PAGE WILL PROVE USEFUL TO YOU IN ACCOMPLISHING THIS TASK.

DIRECTIONS:

1. INDICATE THE TIME YOU ARE IN SCHOOL BY WRITING "CLASS" IN ALL OF THE TIME BLOCKS THAT YOU SPEND ATTENDING CLASSES.
2. IF YOU ARE CURRENTLY EMPLOYED WRITE "WORK" IN THE APPROPRIATE TIME BLOCKS.
3. WRITE "TRANS" IN THOSE BLOCKS IN WHICH YOU TRAVEL TO AND FROM SCHOOL AND WORK.
4. BLOCK OFF WITH AN X THE APPROXIMATE AMOUNT OF TIME SPENT FOR MEALS.
5. BLOCK OFF AND WRITE F-H IN THOSE SEGMENTS OF TIME WHICH REPRESENT FIXED FAMILY AND HOUSEHOLD RESPONSIBILITIES.
6. ESTIMATE HOW MANY HOURS PER WEEK REMAIN WHICH ARE AVAILABLE FOR STUDYING.

   WRITE YOUR ANSWER HERE _____
   (STUDY TIME)

7. LIST THE COURSES YOU ARE TAKING AND RANK THEM IN ORDER OF DIFFICULTY.

   A = MOST DIFFICULT, FOLLOWED BY B, ETC.

   A) _____ E) _____
   B) _____ F) _____
   C) _____
   D) _____

8. DIVIDE THE TOTAL AMOUNT OF STUDY TIME EVENLY AMONG YOUR COURSES. (THE AVERAGE STUDENT NEEDS TO SPEND 2 HOURS ON OUTSIDE STUDY FOR EVERY HOUR SPENT IN CLASS).
9. NEXT REDISTRIBUTE YOUR STUDY TIME BY ALLOCATING MORE HOURS TO THOSE CLASSES WHICH REQUIRE A GREATER AMOUNT OF EFFORT.
10. ESTIMATE HOW MANY HOURS REMAIN WHICH ARE AVAILABLE FOR OTHER ACTIVITIES.

    WRITE YOUR ANSWER HERE _____

* Adapted from The Hostos Community College Orientation Leadership Manual by John Montanez

TIME SCHEDULE SHEET

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7 - 8 A.M.							
8 - 9 A.M.							
9 - 10 A.M.							
10 - 11 A.M.							
11 - 12 P.M.							
12 - 1 P.M.							
1 - 2 P.M.							
2 - 3 P.M.							
3 - 4 P.M.							
4 - 5 P.M.							
5 - 6 P.M.							
6 - 7 P.M.							
7 - 8 P.M.							
8 - 9 P.M.							
9 - 10 P.M.							
10 - 11 P.M.							

The schedule you have just completed can serve as a model for you to follow. You may not be able to follow this routine each day so be sure the schedule is flexible enough to allow for the unexpected.

BEST COPY AVAILABLE